

### District Curriculum Document

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. The application of prevention methods can decrease risk of communicable and non-communicable disease. <i>What does transmission, prevention, and treatment mean?</i></p> <p>2. Some non-communicable diseases can be prevented and/or treated. <i>What are some non-communicable diseases? How can non-communicable diseases be prevented and treated?</i></p>	<p>Standard 1 Core Concept: Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission to include universal precautions. Information should be factual, medically accurate, and objective.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>Identify examples and explain transmission, prevention, and treatment of communicable diseases.</li> <li>Identify examples and explain prevention and treatment of common non-communicable diseases.</li> </ol>
Supporting Standards		
<ol style="list-style-type: none"> <li>Describe when it is important to seek health care. (3-5.H.1.1.5)</li> <li>Identify universal precautions. (Standard 1 Core Concept)</li> <li>Identify health-related situations that might require a thoughtful decision. (3-5.H.5.1.2)</li> <li>Predict the potential outcomes of each option when making a health-related decision. (3-5.H.5.1.4)</li> <li>Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. (3-5.H.7.1.2)</li> <li>Demonstrate a variety of behaviors that avoid or reduce health risks. (3-5.H.7.1.3)</li> <li>Express opinions and give accurate information about health issues. (3-5.H.8.1.1)</li> <li>Encourage others to make positive health choices. (3-5.H.8.1.2)</li> </ol>		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p><b>Academic:</b> recognize, identify, describe, explain, demonstrate, predict, express, encourage, factual, accurate, decision</p> <p><b>Content:</b> disease, communicable, non-communicable, risk, universal precautions, contracting, transmission, prevention, treatment, behaviors, positive, outcome</p>		

### District Curriculum Document

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. The use of alcohol and tobacco/nicotine products can affect your body systems. <i>What are body systems? Which body systems are affected by tobacco? Which systems are affected by alcohol? What are short-term and long-term side effects of tobacco and alcohol use?</i></p> <p>2. Family, peers, and the media can influence a person's decision-making. <i>How do your family and friends influence your decisions in the area of substance use? How does the media influence your decisions in the area of substance use?</i></p>	<p>Standard 1 Core Concept: Alcohol, Tobacco, Other Drugs – The use of alcohol, tobacco, and other drugs has major implication in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, and prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>1. Explain the physical effects of alcohol and tobacco/nicotine products on the body.</li> <li>2. Explain the effects of peer, family, and media influences on substance use, misuse and abuse.</li> </ol>
Supporting Standards		
<ol style="list-style-type: none"> <li>1. Understand the dangers of secondhand smoke. (Standard 1 Core Concept)</li> <li>2. Describe ways to prevent common childhood injuries and health problems. (e.g., secondhand smoke/vapors from vaping). (3-5.H.1.1.4)</li> <li>3. Understand the legal factors of alcohol and tobacco use to include legal ages and driving under the influence of alcohol. (Standard 1 Core Concept)</li> <li>4. Define the category of “other drugs” to include illegal drugs and prescription drugs. (Standard 1 Core Concept)</li> <li>5. Demonstrate refusal skills that avoid or reduce health risks. (3-5.H.4.1.2)</li> <li>6. Identify how peers can influence healthy and unhealthy behaviors. (3-5.H.2.1.3)</li> <li>7. Describe how the school and community can support personal health practices and behaviors. (3-5.H.2.1.4)</li> </ol>		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<b>Academic:</b> analyze, explain, effects, influence, affect, choices, avoid, reduce, category, behaviors <b>Content:</b> use, misuse, abuse, refusal skills, peers, media, substance, alcohol, tobacco, nicotine, drugs, decision-making, wellness, secondhand smoke, legal, illegal, prescription drugs, addiction		

\*Note to Teachers: Planned instruction at the 4<sup>th</sup> grade level does NOT include specific information regarding the many types of illegal drugs. A reference to the types of illegal drugs will be included in the 5<sup>th</sup> grade curriculum **only** (i.e. depressants, stimulants, hallucinogens and inhalants). Any student-generated questions will be answered in a factual manner.

### **District Curriculum Document**

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
1. Physical, emotional and social changes occur as individual's progress through the different stages of life. <i>What are the five stages of life (infant/toddler, child, adolescent, adult, senior)? What changes occur as we age? How do our relationships change as we get older?</i>	Standard 1 Core Concept A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development healthy relationships, and information regarding growth and development. Information should be factual, medically accurate, and objective.	<u>In this unit you will:</u> 1. Provide examples of developmental milestones at each state of life.  2. Explain how relationships change throughout life.
<b>Supporting Standards</b>		
1. Describe the impact of health behaviors on body systems. (3-5.H.1.1.6) 2. Describe how the family influences personal health practices and behaviors. (3-5.H.2.1.1) 3. Identify the influences of culture on health practices and behaviors. (3-5.H.2.1.2) 4. Identify how peers can influence healthy and unhealthy behaviors. (3-5.H.2.1.3) 5. Demonstrate effective verbal and nonverbal communication skills to enhance health. (3-5.H.4.1.1)		
<b>Academic and Unit Vocabulary (people, ideas and vocabulary)</b>		
<b>Academic:</b> identify, explain, describe, demonstrate  <b>Content:</b> stages of life, changing, development, well-being, factual, relationships, social development, impact, influences, health practices, behaviors, peers, physical, emotional, puberty, communication, verbal, non-verbal, culture, unhealthy, enhance		

**\*Physical changes as it relates to puberty. Gender separate nurse presentation in the regular classroom (parent permission required)**

### **District Curriculum Document**

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
1. Thinking globally and acting locally will help keep the environment clean and healthy. <i>What does global mean? What does local mean? How does keeping the global environment clean benefit others?</i>	Standard 1 Core Concept  Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.	<u>In this unit you will:</u>  1. Explain the relationship between the environment and personal health.  2. Describe how your personal practices have an impact on the environment.
<b>Supporting Standards</b>		
1. Describe the relationship between healthy behaviors and personal health. (3-5.H.1.1.1) 2. Describe ways in which a safe and healthy school and community environment can promote personal health. (3-5.H.1.1.3) 3. Describe the impact of health behaviors on body systems. (3-5.H.1.1.6) 4. Describe how the school and community can support personal health practices and behaviors. (3-5.H.2.1.4) 5. Locate resources from home, school, and community that provide valid health information. (3-5.H.3.1.2) 6. List healthy options to health related issues or problems. (3-5.H.5.1.3) 7. Identify responsible personal health behaviors. (3-5.H.7.1.1) 8. Demonstrate a variety of behaviors that avoid or reduce health risks. (3-5.H.7.1.3) 9. Encourage others to make positive health choices. (3-5.H.8.1.2)		
<b>Academic and Unit Vocabulary (people, ideas and vocabulary)</b>		
<b>Academic:</b> explain, describe, demonstrate, encourage, identify, locate, list, promote		
<b>Content:</b> pollution, environment, environmental health, precautions, behavior, hazards, impact, school, community, home, personal health, global, local, benefit, health information, valid, variety, health risk, choices, responsible, body systems, pollutant, environmental issue		